



# Picture Rocks Intermediate School

Marana Unified District

5875 N. Sanders Road, Tucson, AZ 85743

ARIZONA  
School Report Card  
2001-02

**Principal:** Mrs. Leslie B. Wells

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** [www.xgboy.com/pri.index.html](http://www.xgboy.com/pri.index.html)

**E-mail:** [l.b.wells@maranausd.org](mailto:l.b.wells@maranausd.org)

**Grades:** 4-6

**2001 Enrollment:** 560

**Phone:** (520) 616-3700

**Fax:** (520) 616-3749

## ▼ School Overview ▼

### Mission

The Picture Rocks Intermediate School faculty and staff is committed to providing a safe, diverse and enriched learning environment in order to develop intellectual, social and physical skills. All students will realize their unique potential, learn at their maximum ability, and develop a personal vision and plan for their future.

### Organization and Philosophy

- w Self-contained Classrooms
- w Multi-grade-level Grouping
- w Looping
- w Inclusion of Resource Students

### Instructional Programs

- w Gifted
- w On-site Special Education
- w Title I Reading
- w Title I Math
- w ESL

### School/Academic Goals

- w All students will master 100% of the District Assessment Plan objectives at their own developmental age-appropriate range.
- w Students will be literate in basic computer skills and will demonstrate this ability by publishing and researching using computer technology.
- w Each student will develop a recorded personal vision and action plan that are age appropriate and include short- and long-term goals.
- w Each student will be provided reading, writing, and communication activities that are motivating, relevant and promote critical thinking skills.

### Enrollment

October 1, 2000 School Year Student Enrollment: 537

Accepting New Students in 2001-02 Under Open Enrollment Law<sup>1</sup>: Yes

Number of Students Attending Under Open Enrollment in 2000-01: 13

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 5 Teacher(s)  
 5 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w School Safety Issues  
 w Student Discipline  
 w Instructional Strategies  
 w Extracurricular Activities  
 w Parent/Educator Relations  
 w Regular Student Attendance

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	5.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	3	0	0
10 or more years	10	7	0	0

## ▽ Shared Responsibilities ▽

### School

Picture Rocks will provide a variety of learning experiences to ensure that every student will acquire academic knowledge and skills, be emotionally healthy, and develop and achieve their personal goals. We will provide a disciplined environment conducive to learning. Teacher/Parent communication is an integral part of our program and is conducted on a positive, regular basis.

### Parents

Parents are responsible for providing their child with proper clothing and nourishment and to ensure their child attends school. Parents are expected to maintain open communication with teachers and administration. Parents are encouraged to volunteer their services and visit Picture Rocks on a regular basis.

## ▽ Transportation Policy ▽

The distance the vast majority of our students live from school makes school bus service essential. Bus riders are supervised by the driver while on the bus. The instructions of the driver must be followed. The school's Student Handbook specifies procedures relating to the administration of bus discipline. Each student shall comply with the bus guidelines. If passenger rules are not followed, the driver has the authority to administer consequences based on the severity of the disruption.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/16/01
<b>Average Daily Instruction Time:</b>	5 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

10/24/01	1/9/02	3/15/02	5/23/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Lab with Internet	W Amphitheater
W Learning Resource Center	W Multipurpose Room

### Extracurricular Activities

W CHAMPS	W Builder's Club (Kiwanis)
W Student Council	W Parks and Recreation
W Science Club	W Geography Club
W Chess Club	W Bear Essential News Reporters

### School/Community Resources

W Wellness Center	W Counseling Services
W Crisis Intervention	W Health Services
W Computer Lab	W Tutorial Programs
W Recreational Activities	W Volunteer Training

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

W NDS

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.9 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	10.1 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.8 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	4.0 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	99.4 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.6 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Elementary School Counselor of the Year	1998
Masonic Essay Winners (15)	1998
Masonic Teacher of the Year	1998

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	149	507	16%	19%	42%	21%
	State	63518	503	22%	24%	41%	14%
Writing	School	149	508	13%	29%	49%	7%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	151	502	7%	38%	15%	37%
	State	63873	487	17%	43%	12%	29%

#### Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB - Percent of students who Fell Far Below the standard
A - Percent of students who Approached the standard
M - Percent of students who Met the standard
E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
4	Reading	100	49	52	95	53	53	100	57	54	90	59	54	79	55	55
	Language	100	41	45	98	46	47	100	52	49	92	53	48	81	48	50
	Mathematics	100	44	48	97	44	51	100	58	54	93	60	55	88	58	57
5	Reading	94	46	50	99	50	51	100	54	51	90	48	51	87	57	51
	Language	95	33	40	99	36	42	100	41	44	90	49	45	87	51	45
	Mathematics	95	35	47	98	38	51	100	45	54	90	55	55	91	56	57
6	Reading	97	51	52	99	44	53	100	52	54	85	50	53	87	53	54
	Language	97	35	40	100	31	41	100	42	44	84	39	44	85	42	45
	Mathematics	97	49	54	100	47	57	100	61	59	89	55	60	90	66	63

## √ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 3-4</b>	<b>82</b>	<b>56</b>
<b>Grades 4-5</b>	<b>69</b>	<b>66</b>
<b>Grades 5-6</b>	<b>79</b>	<b>88</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## √ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We are teaching, modeling and practicing Respect, Responsibility and Relationships as a schoolwide theme. We have implemented a schoolwide Discipline Plan focused on celebrating positive behaviors and redirecting the negative behaviors. The faculty and staff meet monthly and discuss school issues to ensure ongoing effective communication. Additionally, regular grade-level meetings allow for teacher collaboration and classroom support.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,470	\$1,241,105
Classroom Supplies	\$3	\$1,455
Administration	\$469	\$235,467
Support Services-Students	\$370	\$185,800
Other Support Services and Operations	\$1,808	\$908,318
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$5,119</b>	<b>\$2,572,146</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$525,058.21 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Leslie B. Wells	(520) 616-3700	
<b>Transportation Policy</b>	Sandra Pesina	(520) 682-4789	
<b>Community Resources</b>	Summer Pickell	(520) 616-3700	
<b>School Nutrition Programs</b>	Gloria Taylor	(520) 616-3740	
<b>Parent Organization</b>	Mary Lea Reuter	(520) 616-3700	
<b>Student Health/Nurse</b>	Janet Reicher	(520) 616-3700	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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